

Author Index to Volume 8

- Bechtal, D. Reed. *See* Cuvo, Anthony J.
- Billingsley, Felix F.; and Romer, Lyle T. Response prompting and the transfer of stimulus control: Methods, research, and a conceptual framework, 8(2): 3-12.
- Bostrom, Shirely. Jennifer, 8(1): 58-62.
- Brankin, Gayle. *See* Freagon, Sharon.
- Brown, Lou; Ford, Alison; Nisbet, Jan; Sweet, Mark; Donnellan, Anne; and Gruenewald, Lee. Opportunities available when severely handicapped students attend chronological age appropriate regular schools, 8(1): 16-24.
- Brown, Lou; Nisbet, Jan; Ford, Alison; Sweet, Mark; Shiraga, Betsy; York, Jennifer; and Loomis, Ruth. The critical need for nonschool instruction in educational programs for severely handicapped students, 8(3): 71-76.
- Carr, Dian. *See* Holvoet, Jennifer.
- Chazdon, Lane. *See* Holvoet, Jennifer.
- Conroy, James W. *See* Sokol-Kessler, Leslie E.
- Costello, David. *See* Freagon, Sharon.
- Cuvo, Anthony J.; Ellis, Patrick J.; Wisotzek, Ira E.; Davis, Paula J.; Schilling, Don; and Bechtal, D. Reed. Teaching athletic skills to students who are mentally retarded, 8(4): 72-81.
- Davis, Paula J. *See* Cuvo, Anthony J.
- Donnellan, Anne. *See* Brown, Lou.
- Donofrio, Maria N. *See* Hupp, Susan C.
- Duncan, Dvenna. *See* Utley, Bonnie.
- Ellis, Patrick J. *See* Cuvo, Anthony J.
- Evans, Ian M. *See* Voeltz, Luanna Meyer.
- Feinstein, Celia S. *See* Sokol-Kessler, Leslie E.
- Ford, Alison. *See* Brown, Lou.
- Freagon, Sharon; Wheeler, Jill; Hill, Linda; Brankin, Gayle; Costello, David; and Peters, William M. A domestic training environment for students who are severely handicapped, 8(4): 49-61.
- Gee, Kathy. *See* Goetz, Lori.
- Geiger, William L.; and Justen, Joseph E. Definitions of *severely handicapped* and requirements for teacher certification: A survey of state departments of education, 8(1): 25-29.
- Giangreco, Michael F. Teaching basic photography skills to a severely handicapped young adult, 8(1): 43-49.
- Goetz, Lori; Gee, Kathy; and Sailor, Wayne. Crossmodal transfer of stimulus control: Preparing students with severe multiple disabilities for audiological assessment, 8(4): 3-13.
- Greenebaum, Ferris T. *See* Wacker, David P.
- Griffith, Penny L.; Robinson, Jacques H.; and Panagos, John H. Tactile iconicity: Signs rated for use with deaf-blind children, 8(2): 26-38.
- Griggs, Peter A. *See* Salisbury, Christine.
- Gruenewald, Lee. *See* Brown, Lou.
- Hatcher, Catherine W. *See* Stainback, Susan B.; and Stainback, William C.
- Hill, Cathy. *See* Sternberg, Less.
- Hill, Linda. *See* Freagon, Sharon.
- Hill, Mark; and Wehman, Paul. Cost benefit analysis of placing moderately and severely handicapped individuals into competitive employment, 8(1): 30-38.
- Holvoet, Jennifer; O'Neil, Cathy; Chazdon, Lane; Carr, Dian; and Warner, Janice. Hey, do we really have to take data? 8(3): 56-70.
- Hupp, Susan C.; and Donofrio, Maria N. Assessment of multiply and severely handicapped learners for the development of cross-referenced objectives, 8(3): 17-28.
- Johnson, William A. *See* Knapczyk, Dennis.
- Jones, Thomas W. Remediation of behavior-related eating problems: A preliminary investigation, 8(4): 62-71.
- Justen, Joseph E. *See* Geiger, William.
- Karlan, George R.; and Lloyd, Lyle L. Considerations in the planning of communication intervention: Selecting a lexicon, 8(2): 13-25.
- Knapczyk, Dennis R. Use of teacher-paced instruction in developing and maintaining independent self-feeding, 8(3): 10-16.
- Kohl, Frances L.; Moses, Lucy G.; and Stettner-Eaton, Barbara A. The results of teaching fifth and sixth graders to be instructional trainers with students who are severely handicapped, 8(4): 32-40.
- Kollinzas, George. The communication record: Sharing information to promote sign language generalization, 8(3): 49-55.
- Knapczyk, Dennis; Johnson, William A.; and McDermott, Gregory. A comparison of the effects of teacher and peer supervision on work performance and on-task behavior, 8(4): 41-48.
- Lemanowicz, James A. *See* Sokol-Kessler, Leslie E.
- Lloyd, Lyle L. *See* Karlan, George R.
- Loomis, Ruth. *See* Brown, Lou.
- McDermott, Gregory. *See* Knapczyk, Dennis.
- McGregor, Gail. Federal funding of community services: Can the Medicaid waiver help? 8(2): 56-64.
- McGurrian, Martin. *See* Sokol-Kessler, Leslie E.
- Moses, Lucy G. *See* Kohl, Frances L.
- Nisbet, Jan. *See* Brown, Lou.
- Olive, Peter R. Effects of teaching different tasks in group versus individual training formats with severely handicapped individuals, 8(2): 79-91.
- O'Neil, Cathy. *See* Holvoet, Jennifer.
- Panagos, John H. *See* Griffith, Penny L.
- Pegnatore, Linda. *See* Sternberg, Les.
- Peters, William M. *See* Freagon, Sharon.
- Richmond, Glenn. Comparison of automated and human instruction for developmentally retarded preschool children, 8(3): 78-84.
- Robinson, Jacques H. *See* Griffith, Penny L.
- Rogers-Warren, Ann K. *See* Warren, Steven F.
- Romer, Lyle T. *See* Billingsley, Felix F.
- Sailor, Wayne. *See* Goetz, Lori.
- Salisbury, Christine; and Griggs, Peter A. Developing respite care services for families of handicapped persons, 8(1): 50-57.
- Scanlon, Karen. *See* Utley, Bonnie.
- Schilling, Don. *See* Cuvo, Anthony J.
- Shiraga, Betsy. *See* Brown, Lou.
- Sobsey, Richard J. Nutrition of children with severely handicapping conditions, 8(4): 14-17.
- Sokol-Kessler, Leslie E.; Conroy, James W.; Feinstein, Celia S.; Lemanowicz, James A.; and McGurrian, Martin. Developmental progress in institutional and community settings, 8(3): 43-48.
- Spangiers, Lori. *See* Stainback, Susan.
- Stainback, Susan B. *See* Stainback, William C.
- Stainback, Susan B.; Stainback, William C.; and Hatcher, Catherine W. Nonhandicapped peer involvement in the education of severely handicapped students, 8(1): 39-42.
- Stainback, Susan B.; Stainback, William C.; Wehman, Paul; and Spangiers, Lori. Acquisition and generalization of physical fitness exercises in three profoundly retarded adults, 8(2): 47-55.

Author Index to Volume 8

- Bechtal, D. Reed. *See* Cuvo, Anthony J.
- Billingsley, Felix F.; and Romer, Lyle T. Response prompting and the transfer of stimulus control: Methods, research, and a conceptual framework, 8(2): 3-12.
- Bostrom, Shirely. Jennifer, 8(1): 58-62.
- Brankin, Gayle. *See* Freagon, Sharon.
- Brown, Lou; Ford, Alison; Nisbet, Jan; Sweet, Mark; Donnellan, Anne; and Gruenewald, Lee. Opportunities available when severely handicapped students attend chronological age appropriate regular schools, 8(1): 16-24.
- Brown, Lou; Nisbet, Jan; Ford, Alison; Sweet, Mark; Shiraga, Betsy; York, Jennifer; and Loomis, Ruth. The critical need for nonschool instruction in educational programs for severely handicapped students, 8(3): 71-76.
- Carr, Dian. *See* Holvoet, Jennifer.
- Chazdon, Lane. *See* Holvoet, Jennifer.
- Conroy, James W. *See* Sokol-Kessler, Leslie E.
- Costello, David. *See* Freagon, Sharon.
- Cuvo, Anthony J.; Ellis, Patrick J.; Wisotzek, Ira E.; Davis, Paula J.; Schilling, Don; and Bechtal, D. Reed. Teaching athletic skills to students who are mentally retarded, 8(4): 72-81.
- Davis, Paula J. *See* Cuvo, Anthony J.
- Donnellan, Anne. *See* Brown, Lou.
- Donofrio, Maria N. *See* Hupp, Susan C.
- Duncan, Dvenna. *See* Utley, Bonnie.
- Ellis, Patrick J. *See* Cuvo, Anthony J.
- Evans, Ian M. *See* Voeltz, Luanna Meyer.
- Feinstein, Celia S. *See* Sokol-Kessler, Leslie E.
- Ford, Alison. *See* Brown, Lou.
- Freagon, Sharon; Wheeler, Jill; Hill, Linda; Brankin, Gayle; Costello, David; and Peters, William M. A domestic training environment for students who are severely handicapped, 8(4): 49-61.
- Gee, Kathy. *See* Goetz, Lori.
- Geiger, William L.; and Justen, Joseph E. Definitions of *severely handicapped* and requirements for teacher certification: A survey of state departments of education, 8(1): 25-29.
- Giangreco, Michael F. Teaching basic photography skills to a severely handicapped young adult, 8(1): 43-49.
- Goetz, Lori; Gee, Kathy; and Sailor, Wayne. Crossmodal transfer of stimulus control: Preparing students with severe multiple disabilities for audiological assessment, 8(4): 3-13.
- Greenebaum, Ferris T. *See* Wacker, David P.
- Griffith, Penny L.; Robinson, Jacques H.; and Panagos, John H. Tactile iconicity: Signs rated for use with deaf-blind children, 8(2): 26-38.
- Griggs, Peter A. *See* Salisbury, Christine.
- Gruenewald, Lee. *See* Brown, Lou.
- Hatcher, Catherine W. *See* Stainback, Susan B.; and Stainback, William C.
- Hill, Cathy. *See* Sternberg, Less.
- Hill, Linda. *See* Freagon, Sharon.
- Hill, Mark; and Wehman, Paul. Cost benefit analysis of placing moderately and severely handicapped individuals into competitive employment, 8(1): 30-38.
- Holvoet, Jennifer; O'Neil, Cathy; Chazdon, Lane; Carr, Dian; and Warner, Janice. Hey, do we really have to take data? 8(3): 56-70.
- Hupp, Susan C.; and Donofrio, Maria N. Assessment of multiply and severely handicapped learners for the development of cross-referenced objectives, 8(3): 17-28.
- Johnson, William A. *See* Knapczyk, Dennis.
- Jones, Thomas W. Remediation of behavior-related eating problems: A preliminary investigation, 8(4): 62-71.
- Justen, Joseph E. *See* Geiger, William.
- Karlan, George R.; and Lloyd, Lyle L. Considerations in the planning of communication intervention: Selecting a lexicon, 8(2): 13-25.
- Knapczyk, Dennis R. Use of teacher-paced instruction in developing and maintaining independent self-feeding, 8(3): 10-16.
- Kohl, Frances L.; Moses, Lucy G.; and Stettner-Eaton, Barbara A. The results of teaching fifth and sixth graders to be instructional trainers with students who are severely handicapped, 8(4): 32-40.
- Kollinzas, George. The communication record: Sharing information to promote sign language generalization, 8(3): 49-55.
- Knapczyk, Dennis; Johnson, William A.; and McDermott, Gregory. A comparison of the effects of teacher and peer supervision on work performance and on-task behavior, 8(4): 41-48.
- Lemanowicz, James A. *See* Sokol-Kessler, Leslie E.
- Lloyd, Lyle L. *See* Karlan, George R.
- Loomis, Ruth. *See* Brown, Lou.
- McDermott, Gregory. *See* Knapczyk, Dennis.
- McGregor, Gail. Federal funding of community services: Can the Medicaid waiver help? 8(2): 56-64.
- McGurrian, Martin. *See* Sokol-Kessler, Leslie E.
- Moses, Lucy G. *See* Kohl, Frances L.
- Nisbet, Jan. *See* Brown, Lou.
- Olive, Peter R. Effects of teaching different tasks in group versus individual training formats with severely handicapped individuals, 8(2): 79-91.
- O'Neil, Cathy. *See* Holvoet, Jennifer.
- Panagos, John H. *See* Griffith, Penny L.
- Pegnatore, Linda. *See* Sternberg, Les.
- Peters, William M. *See* Freagon, Sharon.
- Richmond, Glenn. Comparison of automated and human instruction for developmentally retarded preschool children, 8(3): 78-84.
- Robinson, Jacques H. *See* Griffith, Penny L.
- Rogers-Warren, Ann K. *See* Warren, Steven F.
- Romer, Lyle T. *See* Billingsley, Felix F.
- Sailor, Wayne. *See* Goetz, Lori.
- Salisbury, Christine; and Griggs, Peter A. Developing respite care services for families of handicapped persons, 8(1): 50-57.
- Scanlon, Karen. *See* Utley, Bonnie.
- Schilling, Don. *See* Cuvo, Anthony J.
- Shiraga, Betsy. *See* Brown, Lou.
- Sobsey, Richard J. Nutrition of children with severely handicapping conditions, 8(4): 14-17.
- Sokol-Kessler, Leslie E.; Conroy, James W.; Feinstein, Celia S.; Lemanowicz, James A.; and McGurrian, Martin. Developmental progress in institutional and community settings, 8(3): 43-48.
- Spangiers, Lori. *See* Stainback, Susan.
- Stainback, Susan B. *See* Stainback, William C.
- Stainback, Susan B.; Stainback, William C.; and Hatcher, Catherine W. Nonhandicapped peer involvement in the education of severely handicapped students, 8(1): 39-42.
- Stainback, Susan B.; Stainback, William C.; Wehman, Paul; and Spangiers, Lori. Acquisition and generalization of physical fitness exercises in three profoundly retarded adults, 8(2): 47-55.

- Stainback, William C. *See* Stainback, Susan B.
 Stainback, William C.; Stainback, Susan B.; and Hatcher, Catherine W. Developing policies for extended year programs, 8(3): 5-9.
 Steil, Dennis A. *See* Wacker, David P.
 Stettner-Eaton, Barbara A. *See* Kohl, Frances L.
 Strain, Phillip. *See* Utley, Bonnie.
 Sternberg, Les; Pegnatoro, Linda; and Hill, Cathy. Establishing interactive communication behaviors with profoundly mentally handicapped students, 8(2): 39-46.
 Sweet, Mark. *See* Brown, Lou.
 Utley, Bonnie; Duncan, Dvenna; Strain, Phillip; and Scanlon, Karen. Effects of contingent and noncontingent vision stimulation on visual fixation in multiply handicapped children, 8(3): 29-42.
 Voeltz, Luanna Meyer; and Evans, Ian M. Educational validity: Procedures to evaluate outcomes in programs for severely handicapped learners, 8(1): 3-15.
 Wacker, David P.; Steil, Dennis A.; and Greenebaum, Ferris T. Assessment of discrimination skills of multiply handicapped preschoolers and prediction of classroom task performance, 8(2): 65-78.
 Warner, Janice. *See* Holvoet, Jennifer.
 Warren, Steven F.; and Rogers-Warren, Ann K. A longitudinal analysis of language generalization among adolescents with severely handicapping conditions, 8(4): 18-31.
 Wehman, Paul. *See* Hill, Mark; and Stainback, Susan B.
 Wheeler, Jill. *See* Freagon, Sharon.
 Wisotzek, Ira E. *See* Cuvo, Anthony J.
 York, Jennifer. *See* Brown, Lou.

Subject Index to Volume 8

- adaptive behaviors, 8(4):72-81
 adolescents, 8(4):18-31
 assessment strategy, 8(3):17-28
 athletic skills, 8(4):72-81
 audiological assessment, 8(4):3-13
 auditory skills, 8(4):3-13
 automated instruction, 8(3):78-84
 behavior management, 8(4):41-48
 behavior problems, 8(4):62-71
 Bliss symbols, 8(2):79-91
 cafeteria skill training, 8(4):32-40
 certification, 8(1):25-29
 chronological age-appropriate schools, 8(1):16-24
 classroom instruction, 8(4):3-13
 client progress, 8(3):43-48
 communication intervention, 8(2):13-25
 8(3):49-55
 programming, 8(2):39-46
 awareness skills, 8(2):39-46
 community-based services, 8(1):50-57
 8(2):56-64; 8(3):71-77
 residential facilities, 8(3):43-48
 competitive employment, 8(1):30-38
 contingent vs. noncontingent stimulation, 8(3):29-42
 cost-benefit, 8(1): 30-38
 and funding, 8(4):49-61
 cost effectiveness, 8(1): 43-49
 See also funding.
 data analysis, 8(3):56-70
 deaf-blind, 8(2):26-38
 definitions of severely handicapped, 8(1):25-59
 deinstitutionalization, 8(2):56-64
 8(3):43-48
 developmental retardation, 8(3):78-84
 developmentally disabled, 8(1):50-57
 8(4):14-17
 dietetics, 8(4):14-17
 differential diagnosis, 8(3):17-28
 discrimination assessment, 8(2):65-78
 training, 8(3): 78-84
 domestic skill training, 8(4): 49-61
 eating habits, 8(4):14-17
 problems, 8(4):62-71
 education of severely handicapped, 8(1):39-42
 eligibility, 8(3):5-9;
 empirical validation, 8(1):3-15
 exercise, 8(2):47-55
 expressive language, 8(2):13-25
 initial expressive lexicon, 8(2):13-25
 fading, 8(2):3-12
 families, 8(1):50-57
 See also parent involvement.
 funding, 8(2): 56-64;
 8(4):49-61
 See also cost-benefit.
 generalization, 8(1):43-49
 8(2):47-55
 8(3):49-55
 group homes, 8(3):43-48
 group/individual training, 8(2):79-91
 group programming, 8(2):79-91
 health needs, 8(4):14-17
 home-based services, 8(1):50-57
 iconicity, 8(2):26-38
 independent self-feeding, 8(3):10-16
 individualized program planning, 8(3):17-28
 information sharing, 8(3):49-55
 institutions, 8(3):43-48
 institutionalized children, 8(3):29-42
 instructional design, 8(3):17-28
 nonschool, 8(3):71-77
 human vs. automated, 8(3):78-84
 instructional trainers, 8(4):32-40
 integration, 8(1):16-24;
 8(3):71-77
 8(4):32-40
 interactive communication
 behaviors, 8(2):39-46
 intermediate care facilities,
 8(2):56-64
 job placement, 8(1):30-38
 language training, 8(2):13-25
 language learning, 8(2):26-38
 generalization, 8(3):49-55;
 8(4):18-31
 remediation, 8(4):18-31
 least restrictive environment (LRE),
 8(1):16-24
 8(2):56-64
 legislation, 8(2):56-64
 litigation, 8(3):5-9
 longitudinal analysis, 8(4):18-31
 maintenance, 8(2):47-55
 8(3):10-16
 mealtime behaviors, 8(3):10-16
 measurement, 8(3):56-70
 Medicaid, 8(2):56-64
 mental retardation, 8(3):43-48
 8(4):72-81
 modeling, 8(1):39-42
 motor skills, 8(4):62-71
 multiple disabilities, 8(4):14-17
 multiple probe design, 8(1):43-49
 natural environment training, 8(4):49-61
 nondiscriminatory assessment, 8(3):17-28
 nonhandicapped peers, 8(1):39-42;
 8(4):32-40
 nonspeech communication, 8(2):13-25
 normalization, 8(3):43-48
 nutrition, 8(4):14-17
 observational learning, 8(2):79-91
 on-task behavior, 8(4):41-48
 outcome evaluation, 8(1):3-15
 paraprofessionals, 8(3):56-70
 parent involvement, 8(1):16-24;
 8(1):50-57
 stress on, 8(1):50-57
 See also families.
 partial withdrawal design, 8(3):10-16
 peer supervision, 8(4):41-48
 peer tutoring, 8(4):32-40
 photography, 8(1):43-49
 physical fitness, 8(2):47-55

- prelanguage communication skills, 8(2):39-46
- preparatory curriculum, 8(4):49-61
- preschool children, 8(2):65-78; 8(3):78-84
 - classroom, 8(3):78-84
- prevocational training, 8(4):41-48
- profoundly mentally handicapped, 8(2):39-46
 - multiply, 8(2):39-46; 8(3):17-28
 - adults, 8(2):47-55
- program administration, 8(1):25-29
- program evaluation, 8(1):3-15
- programs for severely handicapped, 8(1):25-29
 - group programming, 8(2):79-81
 - development of, 8(3):5-9
- prompting, 8(1):43-49
 - least to most intrusive hierarchy, 8(1):43-49
 - response prompting, 8(2):3-12
- public policy, 8(1):3-15
- receptive labeling, 8(2):79-91
- recreation/leisure skills, 8(1):43-49
- respite care, 8(1):50-57
- response priming, 8(2):3-12
- response prompting, 8(2):3-12
 - See also* prompting.
- school-age, 8(3):10-16
- self-help skills, 8(4):62-71
- severely handicapped. *See* all articles.
- severely handicapping conditions, 8(4):18-31
- sign language, 8(2):26-38; 8(3):49-55
- simulated training, 8(1):43-49
- skills checklists, 8(4):49-61
- social security expenditures, 8(1):30-38
- social validity, 8(1):3-15
- special education, 8(3):56-70
- sports, 8(4):72-81
- state departments of education, 8(1):25-29
- stimulus control, 8(2):3-12
 - transfer of, 8(2):3-12; 8(4):3-13
 - fading 8(4):3-13
- summer programs, 8(3):5-9
- systematic training, 8(4):32-40
- tactile perception, 8(2):26-38
- task analysis, 8(4):72-81
- task performance, 8(2):65-78
 - prediction of classroom, 8(2):65-78
- teacher education, 8(1):25-29
 - training, 8(3):56-70
- teacher-paced instruction, 8(3):10-16
- teacher supervision, 8(4):41-48
- teaching adaptive behaviors, 8(4):72-81
 - See also* adaptive behaviors.
- time delay, 8(4):3-13
- trainer-advocate model, 8(1):30-38
- tutoring, 8(1):39-42
- vision stimulation, 8(3):29-42
 - visual fixation, 8(3):29-42
- vocabulary, 8(2):13-25
- work performance, 8(4):41-48

